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ANTY 602.01: Cultural Heritage Policy and Practice

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ANTHROPOLOGY 602

CULTURAL HERITAGE POLICY AND PRACTICE

Spring Semester, 2020, Wednesdays, 2:00-4:50, Social Science 252 (Anthropology seminar room)

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Course Description

ANTY 602 explores critical issues in United States cultural heritage law and practice, emphasizing the regulatory basis for cultural resource management. The class is task and practice oriented, with the goal of preparing students for potential careers in American cultural resource management. The class does not address international cultural heritage issues. Students will learn how to interpret and apply the National Historic Preservation Act (NHPA), as well as a variety of other important American heritage laws, including ARPA, NEPA, NAGPRA, and the DOT Act (Section F). My goal is to prepare you to be professionals in the CRM world or, at the very least, give you experience in the process of CRM, whether you envision a career in CRM or not. ANT 451 (Cultural Resource Management) or similar experience is a prerequisite.

Books

- 1) *Cultural Resource Laws and Practice* (CRLP), Third Edition, by Tom King (2008)
- 2) *Our Unprotected Heritage* (OUH) by Tom King (2009)
- 3) *Breaking Ground: the Unearthing of Tse-Whit-Zen* (BG), by Linda Mapes (2009); and
- 4) *Federal Historic Preservation Laws, 2018 Edition*, free download on Moodle

We will also read .pdf documents posted on Moodle, as well as websites when appropriate

Course Requirements

There are 500 total points available in the course, divided into three sections, discussed below.

Weeks 1-7: Review and Critique of Federal and State CRM Laws (125 points)

Weeks 1-2 will be a review/summary of the major laws to be covered in the course: NHPA, NEPA, NAGPRA, ARPA, and DOT Act. During **Week 3**, each student will read three PDFs on consultation and will engage in an open-ended discussion regarding how consultation works in the contexts of the various federal laws, using the PDFs on Moodle as a guide. **Week 4** will be a class discussion on Traditional Cultural Places (TCPs), in light of *National Register Bulletin 38* and Parker's *TCP Brief* (25 points). What are the key issues with working with TCPs? **Weeks 5-6** will involve Graduate Student presentations (50 points) of state and tribal laws, comparing their strengths to the five key Federal laws. How do the various states consider cultural resources during project planning? Students will present 20 minute presentations on their selected states (picked during week 1 or 2). A 1-page summary of the state/tribal laws is required (to distribute to classmates. **Week 7** will involve a critical assessment of the major CRM laws, as laid out by Tom King in *Our Unprotected Heritage*. Students will come prepared to discuss King's book, in light of their own experiences in cultural heritage. A 2-page book report is due week 7 (25 points).

Weeks 8-12: Case Studies and Role Playing (100 points)

During **Weeks 8-12**, we will present cultural resource management case studies and do role-playing exercises. In **Week 8**, the Tse-Whit-Zen project in the book *Breaking Ground* is our first case study. All students will prepare a 700-word statement about the book and we will have a long discussion of the project (25 points). **Weeks 9, 11, and 12** will involve guest presentations of case studies from their own work as professionals in the CRM world (25 points each week; 75 total points). Prior guests include many former UM students that now work for THPOs, SHPOs, federal agencies, and consulting companies.

Weeks 13, 14, and 16: Student case study presentations and role play (175 points)

In **Weeks 13, 14, and 16**, students will prepare and present one CRM case study of their choosing worth 100 points (we will not have class during week 15). The student will introduce the project and subsequently assign other students in the class to conduct a role-playing exercise about the project. How did the students work through the project compared to how it turned out in real-life? Each student will prepare a ca. 5-10 page document providing the details of the project as background for the other students in the role play exercise. Each student will also participate in the daily role play exercises provided by the other students; role-play participation accounts for an additional 75 points (25 points each week).

An additional 100 points is available for student attendance and overall class participation.

Total class points: 500; standard grading based on percentage of 500 (see grading chart and deadlines on page 3).

ANTY 602 SPRING 2020

WEEKLY SYLLABUS

Week 1: January 15

Topic: Class Overview, Cultural Resource Definitions & the major CRM laws (MacDonald guided lecture & discussion):

Readings: review *CRLP*; download and read federal laws book posted on moodle

Week 2: January 22

Topic: CRM laws (MacDonald guided lecture & discussion):

Readings: review *CRLP*; also download and read laws book posted on moodle

Week 3: January 29

Topic: Consultation in CRM. This is a free-flowing discussion on the role of consultation for each of the five major federal laws (NHPA, NEPA, DOT Act, ARPA, and NAGPRA) (25 pts).

Readings (all on Moodle): SAA bulletin on NAGPRA consultation; NPS guidance document on Tribal consultation; also read the Native American consultation manual for developers.

Week 4: February 5

Topic: Traditional Cultural Places (TCPs) Discussion (25 points); Read *NRB 38* and Parker's *TCP Brief* on Moodle
Student discussion on TCPs and how to manage them from CRM and human perspectives.

Week 5: February 12

Topic: State and Tribal CRM presentations (50 points); 700-word summary of state/tribal law/regulations.

Student Presentations: Regional States and Tribes (to be picked by students)

Check out: http://www.nathpo.org/State_Laws/State_Laws_Map.htm . Review article on state laws posted on Moodle.

Week 6: February 19

Finish State and Tribal CRM presentations

Week 7: February 26

Topic: Discussion of *Our Unprotected Heritage*; Assignment: 700 word book report due (25 points)

Week 8: March 4

Readings: 1) *Breaking Ground* book; 2) DOT Act Section 4F posted on moodle

Assignment: 700-word summary of the Tse-Whit-Zen case, including a critical analysis (25 points, includes discussion)

Topic: Tse-Whit-Zen Case Study

Week 9: March 11

Professional Guest Visit and Case Study TBD (25 points)

Week 10: March 18 (spring break)

NO CLASS

Week 11: March 25

Professional Guest Visit and Case Study TBD (25 points)

Week 12: April 1

Professional Guest Visit and Case Study TBD (25 points)

Week 13-16: April 8, April 15 , and April 29

Topic: student case studies and role playing (student leaders provide 1-page summary of case study and present basics of it prior to leading the role-playing exercise; 25 points each day)

NO CLASS ON WEDNESDAY, APRIL 22

STUDENT CASE STUDY MATERIALS (100 POINTS) WILL BE DUE TO ALL OTHER STUDENTS (VIA MOODLE) ON THE WEEKEND PRIOR TO THE DATE OF STUDENT CASE STUDY (DATES TBD)

SUMMARY OF ANTY 602 ASSIGNMENTS & DUE DATES

POINTS	Week/Date	ASSIGNMENT
0	WK 1-2	Review <i>CRLP</i> and Federal Laws
25	WK 3: Jan. 29	<i>Consultation and Cultural Heritage</i> discussion
25	WK 4: Feb. 5	Discussion of <i>TCPs</i>
50	WK 5-6: Feb. 12	Presentations/700-word summaries of State/Tribal Laws
25	WK 7: Feb. 25	700-word book report on <i>Our Unprotected Heritage</i>
25	WK 8: Mar. 4	700-word book report on <i>Breaking Ground</i>
25	WK 9: Mar. 11	Professional guest visit and role playing
25	WK 11: Mar. 25	Professional guest visit and role playing
25	WK 12: April 1	Professional guest visit and role playing
75	WKS 13, 14, 16	student case studies and role playing (25 points each week)
100	WKS 13, 14, 16	student case study summaries due weekend prior to presentation
<u>100</u>	<u>attendance and participation</u>	
500	total points (standard grading as a percent of total; e.g., 460/500 is 88.9%, B+)	